



Chaminade
University
OF HONOLULU

Psychology of Social Media

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiālae Avenue - Honolulu, HI 96816

Course Number: PSY 480

Course Title: Psychology of Social Media

Department Name: Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Spring Day Undergraduate 2023

Course Credits: 3

Class Location: Online

Instructor Name: Abby Halston, Ed.D, LMFT

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Phone: 808.739.4641

Office Location: Behavioral Sciences #107

Office Hours: By Appointments

University Course Catalog Description

This course will provide a synopsis of the research literature on social media with an educational focus on the influence of psychology in changing human behaviors. Students will explore social media sites such as TikTok, Instagram, Snapchat, Facebook, and social dating/friendship applications. Students will examine the neuroscience of social media usage, its effects on systemic relationships, benefit and risk analysis to mood regulation and mental health, the consumer role differences between engagement, habit, and addiction, and interventions for personal modification for psychological well-being.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the

marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

Psychology Program Learning Outcomes

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes

Students who successfully complete this course will:

1. Explain the neuroscience associated with social cognitive processes of social media use.
2. Describe and discuss the effects of social media usage to systemic relationships.
3. Evaluate risk and benefit analysis to social media usage effects on mental health.
4. Analyze the consumer role differences in social media consumption.
5. Apply social media interventions for personal modification for psychological well-being.

Required Learning Materials

Steuer, G. S., Giles, D. C., Cohen, J. D., & Myers, M. E. (2021). *Understanding Media Psychology*. Routledge.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via

TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

EXPLANATION OF COURSE REQUIREMENTS:

Discussion Postings:

Will help to replicate a classroom discussion so while it is examining academic topics and increasing your systemic connection to the other students in the classroom.

Article and Video Reviews:

Due to the information being adding to the field of social media each of our classroom modules will have article and video reviews to supplement learning.

Chapter quizzes:

Chapter quizzes will assess student knowledge of the theories, content, and application of information presented.

Final Paper:

Student will select a media psychology topic and provide a literature review for your future application in your personal life and career directions.

Assessment Review Total:

Assignments	Points	SLO
Discussion Postings	45	1, 2,
Chapter Quizzes	100	1, 2, 3, 4, 5
Journal Articles and Videos	75	1-5
Final Paper	100	1-5

Total points= 425

Grading Scale

Grades are calculated from the student's class participation, quizzes, concept exercises, and the final examination. They are interpreted as follows:

A 90% or better: Outstanding scholarship and an unusual degree of intellectual initiative

B 80% to 89%: Superior work done in a consistent and intellectual manner

C 70% to 79%: Average grade indicating a competent grasp of subject matter

D 60% to 69%: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F 59% and below: Failed to grasp the minimum subject matter; no credit given

Course Policies

Late Work Policy

Late work will be accepted for half credit until Friday May 5, 2023.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Writing Policy

All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services. All papers are to be word-processed, proofread, and solely the work of the author.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at abby.halston@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24-48 hours.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Schedule

COURSE SCHEDULE MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS

Week	Assignments	Due Date on Canvas
Week 1 Jan 9	Discussion- Introduction of self to Classroom Discussion Post- Facebook Article- The “online brain”: how the Internet may be changing our cognition Article- The Emerging Neuroscience of Social Media	Jan 15
Week 2	Discussion Post- Instagram	Jan 22

Jan 16	Media and Media Psychology Chapter 1- Quiz Key Theories and Concepts from Media Psychology Chapter 2 –Quiz Article- Brain anatomy alterations associated with Social Networking Site (SNS) addiction Video Reflection- What Overusing social media Does To Your Brain	
Week 3 Jan 23	Discussion Post- YouTube Research Methods Chapter 3 –Quiz Article- Daily Associations between Social Media Use and Memory Failures: The Mediating Role of Negative Affect Article- The social media see-saw: Positive and negative influences on adolescents' affective well-being	Jan 29
Week 4 Jan 30	Discussion Post- TikTok Positive Psychology, Moral Reasoning, and Prosocial Behavior Chapter 4 –Quiz Article- Enhancing relationships through technology: directions in parenting, caregiving, romantic partnerships, and clinical practice Article- Can you Connect with Me Now?	Feb 5
Week 5 Feb 6	Discussion Post- Snapchat Social Justice and the Media: Gender, Class, and Disability Chapter 5 –Quiz Article- Social Media and Romantic Relationship: Excessive Social Media Use Leads to Relationship Conflicts, Negative Outcomes, and Addiction via Mediated Pathways Article- Social media intensity, social connection, and user well-being: The moderating role of passive social media use.	Feb 12
Week 6 Feb 13	Discussion Post- Twitter Social Justice and the Media: Race, Ethnicity, and Religion Chapter 6 –Quiz Article- My life has become a major distraction from my cell phone: Partner phubbing and relationship satisfaction among romantic partners Video- How social Media makes you desirable	Feb 19
Week 7 Feb 20	Discussion Post- Reddit Aliens Eating Reese's: Media Influence and Advertising Chapter 7 –Quiz Article- Social Media Addiction and its Implications for Communication Article- The “online brain”: how the Internet may be changing our cognition	Feb 26
Week 8 Feb 27	Discussion Post- Pinterest Propaganda, Fake News, and Deepfaking Chapter 8 –Quiz Article- The Impact of Social Media on Children, Adolescents, and Families Article- Social Media Use and Depression and Anxiety Symptoms: A Cluster Analysis	March 5
Week 9 March 6	Discussion Post- LinkedIn Processes of Audience Involvement Chapter 9 –Quiz Article- Daily Associations between Social Media Use and Memory Failures: The Mediating Role of Negative Affect Video- The Psychological Tricks Keeping You Online	March 12
Week 10 March 13	Discussion Post- WhatsApp Dark Media: Violence, Pornography, and Addiction Chapter 10–Quiz Article- Gender differences in the addiction to social networks in the Southern Spanish university students Article- The Gender Differences in the Relationships Between Self-Esteem and Life Satisfaction with Social Media Addiction Among University Students	March 19
Week 11 March 20	Spring Break	
Week 12 March 27	Discussion Post- Yelp Join the Adventure: The Psychology of Gaming Chapter 11 – Questions and Quiz Article- Men vs. Women: Who Is More Active on Social Media? Article- Social Media Use in 2021	April 2
Week 13 April 3	Discussion Post- Tinder The Social Nature of Media Chapter 12 – Questions and Quiz Article- social media and consumer choice Article- The Role of Digital and Social Media Marketing in Consumer Behavior	April 9
Week 14 April 10	Discussion Post- Discord The Turbulent 20s: COVID-19 and the Media Chapter 13 – Questions and Quiz Article- Characteristics of social media ‘detoxification’ in university students Article- What I Learned From a 30-Day Social Media Detox	April 16

Week 15 April 17	Discussion Post- Bumble The Future of Media Psychology Chapter 14 – Questions and Quiz Article- True colors: Grayscale setting reduces screen time in college students Video- How Social Media Addiction Destroys Your Brain	April 23
Week 16 April 24	Discussion Post- Student Choice Article- Digital Addiction Video- Free student choice	April 30
Week 17 Finals	Final Paper	May 1